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ABSTRACT

Results of the 1981 American Council on Education (ACE) freshmen survey for Saint Mary's College, Indiana, are examined. A total of 403 freshmen at Saint Mary's, 82 percent of the incoming class, participated. Comparative data for 1976-81 are presented for Saint Mary's freshmen. Three types of national norms were used: women at all four-year colleges, women at Catholic four-year colleges, and women at Catholic colleges of high selectivity. The statistics are collated into the following categories: demographic characteristics, family background, financial situation, admissions information, academic and career goals, and viewpoints and objectives. Specific areas of concern include: racial background, current religious preference, residence, preferred residence, distance college is from home, mother's and father's education, mother's and father's occupation, mothers and father's religious preference, estimated parental income, number currently dependent on parents, number of other dependents in college, source for first year's education expenses, selection of Saint Mary's, number of other colleges applied to, grades in high school, activities in the past year, reasons for college attendance, degree plans, career plans, important life objectives, political views, feminist viewpoints, other issues, and college rights and responsibilities. A questionnaire, the 1981 Student Information Form, is appended. (SW)

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Institutional Research

REPORT OF ACE
FRESHMAN SURVEY
FALL 1981

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Sr. Jeanette Lester, CSC
Institutional Researcher
February 19, 1982

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HE 015 313

HIGHLIGHTS OF
AMERICAN COUNCIL ON EDUCATION SURVEY OF FRESHMEN, 1981, SAINT MARY'S COLLEGE

During orientation in August, 1981, the ACE freshman survey instrument was administered to incoming freshmen. The form used in the national survey is attached. This is the ninth year SMC has participated. It is well to refer to the exact wording of questions when looking at the tables.

Overall normative data are based on participation of about 190,000 freshmen from 368 institutions. There were 250 four-year institutions included in the 1981 norm sample; 75-85 percent of entering freshmen must participate and the survey administration must be monitored for an institution to be included in the norm group. A total of 403 SMC freshmen, 82 percent of the incoming class, participated. The number answering each question is used as 100 percent; where this number differs greatly from 403, the tables show the number answering.

The tables show response percentages for SMC freshmen for five or six years (1976 through 1981) unless the question was not included every year. Three types of national norms are used for comparison purposes: 1) women at all four-year colleges; 2) women at Catholic four year colleges (used on some graphs); and 3) women at Catholic college of high selectivity (HS = total SAT means of 1025 and over).[1] As will be noted, SMC freshmen may be more like one of these norm groups than the others, depending on the type of question.

The statistics from the survey have been collated into several broad categories to facilitate analysis and interpretation. The categories and the pages on which pertinent tables and graphs will be found follow:

I.	Demographic characteristics	2, 3
II.	Family background	4, 5
III.	Financial situation	6
IV.	Admissions information	7, 8, 9
V.	Academic and career goals	10,11, 12
VI.	Viewpoints and objectives	13,14, 15, 16, 17

[1]Tables of Norms can be found in THE AMERICAN FRESHMAN: NATIONAL NORMS, 1975 through 1981, CIRP--American Council on Education-UCLA. The norms for women at Catholic colleges of HS were provided the first time in 1979 on the computer print-out of SMC data. Graphs usually show percent of total (M&W) at Catholic colleges of HS.

DEMOGRAPHIC CHARACTERISTICS

Racial/Ethnic Background. In 1981, a low percent (about 4%) of SMC freshmen indicated a minority racial or ethnic background. While slightly higher than the last two classes, it compares to about 17 percent of women in four-year colleges and about 8 percent in Catholic colleges of high selectivity (hereafter denoted H.S.).

Religious Preference. A characteristic of SMC entering classes has been the high proportion of students who give "Roman Catholic" as their religious preference. In 1981, almost 96 percent of SMC freshmen indicated this preference, compared to 84 percent of women in H.S. Catholic colleges and about 35 percent in four-year colleges generally. It is of interest to note, however, that the percent in all four-year colleges has increased from about 29 percent in 1975 (see Figure 2), which may indicate an increased college attendance by Catholic women and/or more of them choosing other than Catholic institutions.

Distance College is From Home. SMC continues to draw from a national geographic population, rather than local. Only about 7 percent of 1981 SMC freshmen live within 50 miles, compared to 58 percent of women at H.S. Catholic colleges and 37 percent in four-year colleges generally. Conversely almost 79 percent of SMC freshmen live over 100 miles from campus compared to 28 percent of women at H. S. Catholic colleges and 43 percent at all four-year colleges. Over a third of SMC freshmen live over 500 miles compared to about a tenth of women at all four-year colleges.

Residence Planned and Preferred. The replies this year again emphasize the residential character of Saint Mary's. Almost 91 percent of SMC freshmen prefer college dormitory living compared to 60 and 56 percent, respectively, of the other norm groups.

Figure 1
RACIAL BACKGROUND

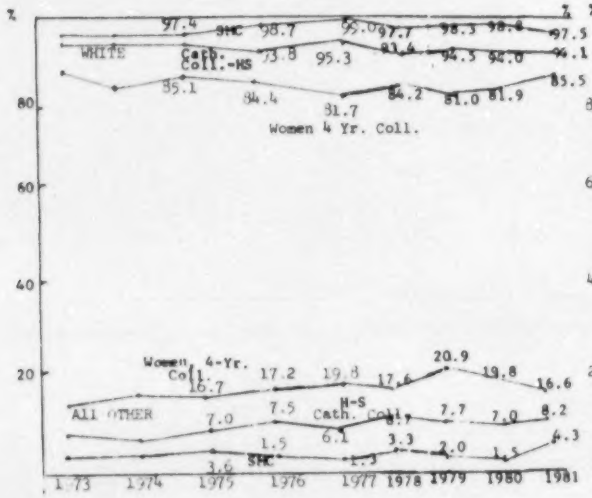


Figure 2
RELIGIOUS PREFERENCE - ROMAN CATHOLIC

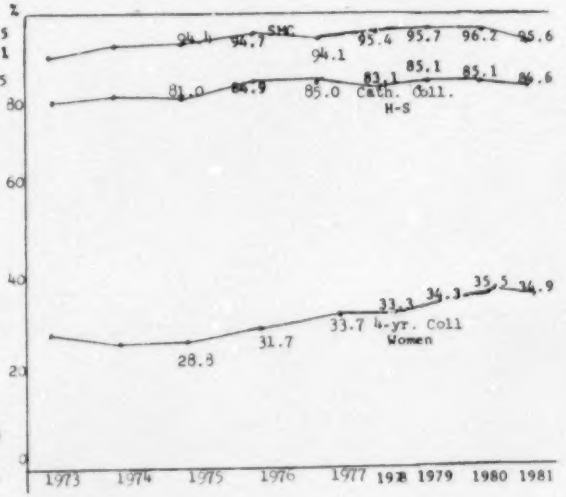


TABLE I
DEMOGRAPHIC CHARACTERISTICS OF ENTERING FRESHMEN

	% of SMC Freshmen						1981--4 Yr. Coll. - Females	
	1976	1977	1978	1979	1980	1981	All	CathColl HS
RACIAL BACKGROUND								
White/Caucasian	98.7*	99.0*	97.7*	98.3*	98.8*	97.5*	85.5*	93.1*
Black/Negro/Afro-American	0 *	0.5*	0.2*	0.2	0.0*	0.7*	11.7*	3.2*
All Other	1.5	0.8*	2.9*	1.8*	1.5*	3.6	4.9	5.0
	100.2#	100.3#	100.8#	100.3#	100.3	101.8#	102.1#	101.3#
CURRENT RELIGIOUS PREFERENCE								
Roman Catholic	94.7*	94.1*	95.4*	95.7*	96.2*	95.6*	34.9*	83.5*
All Protestant denomin	3.3*	2.8*	3.0*	1.5*	1.8*	0.8*	38.3*	9.1*
Jewish	0	0	0	0.5	0.0	0.5	2.1	1.0
Other Religions	1.1*	1.5*	0.8*	1.0*	0.8*	2.1*	19.1*	4.5*
None	0.7*	1.5*	1.5*	1.2*	1.3	1.0	5.6*	1.9
RESIDENCE DURING FALL TERM								
With parents or relatives	3.1*	3.6*	2.0*	3.2*	1.0*	2.0*	20.4*	35.5*
Other private home or apt.	0.2	0.3	0	0.2	0.5	0.0*	2.5*	2.0*
College dormitory	96.7*	95.9*	98.0*	96.3*	98.0*	97.5*	75.3*	60.6*
PREFERRED RESIDENCE								
With parents or relatives	3.7*	1.7*	3.2*	2.3*	4.4	4.3*	14.3*	20.9*
Other private home or apt.	4.0*	3.8*	2.1*	2.7*	2.6*	2.0*	20.0*	11.0*
College dormitory	82.2*	87.9*	89.3*	90.9*	90.8*	90.5*	56.1*	59.6*
Other	10.1	6.6	5.4*	4.0*	2.2*	3.2*	1.7	8.4*
DISTANCE COLLEGE IS FROM HOME								
50 miles or less	7.1*	10.3*	7.4*	8.6*	6.6*	7.1*	37.3*	57.7*
51-100 miles	15.4	10.1*	12.0*	12.3*	13.5*	13.9*	19.1*	14.7
101-500 miles	43.3*	49.5*	50.9*	47.2*	55.2*	45.3*	33.1*	19.4*
More than 500 miles	34.0*	30.1*	29.7*	31.9*	24.6*	33.6*	10.5*	8.1

*Diff. significant at .01 level. HS--High Selectivity = SAT means 1025 or over
#ACE indicates some answered more than one choice

Figure 3
PREFERRED RESIDENCE IS COLLEGE DORM

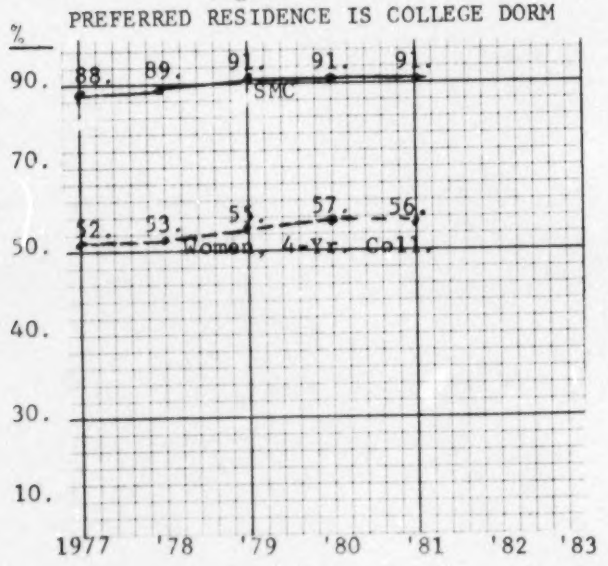
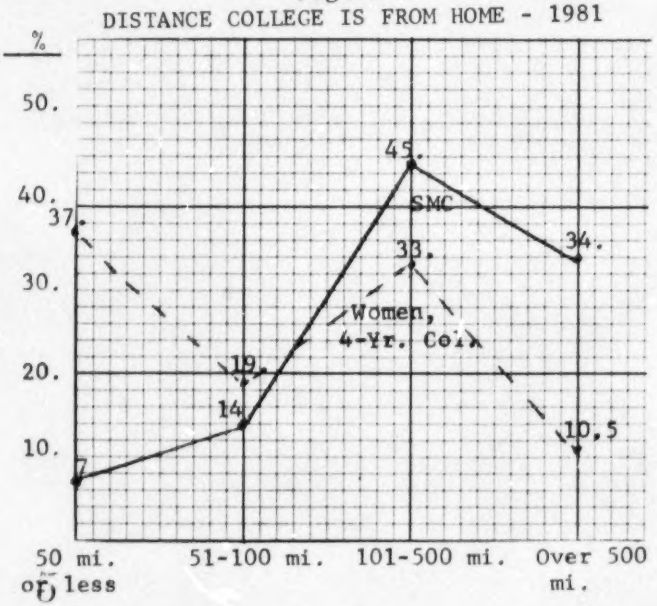


Figure 4
DISTANCE COLLEGE IS FROM HOME - 1981



FAMILY BACKGROUND AND FINANCIAL SITUATION

Family Background. The percent of SMC parents who have college degrees again in 1981 was significantly greater than either of the other norm groups. Over 76 percent of fathers of SMC freshmen have a college degree compared to 48 percent of fathers of women in H. S. Catholic colleges and 38 percent in the all-college norm group; 48 percent of mothers of SMC freshmen have college degrees compared to 29 percent of mothers in the H. S. Catholic college norm group and 26 percent in the four-year college norm group.

"Businessman" is the occupation of over half the Saint Mary's 1981 freshman fathers compared to 35 percent in the H. S. Catholic college group and 29 percent in the all college group. The professions of medicine and law are also more highly represented among SMC fathers, about 12% and 7% respectively, than in the other norm groups (2 to 5% and 2 to 4%). Almost half the SMC mothers (48%) are full-time homemakers compared to 37 percent of mothers of women at H. S. Catholic colleges and 24 percent of mothers in the all-college sample. Teacher (12%), nurse (9%), and businesswoman (7%) are the most common occupations of SMC mothers.

A new question in 1981 asked if the parents lived together all of the time when the student was growing up. Over 97 percent of SMC students indicated this to be true, compared to 90% of women in Catholic colleges of H. S. and 85% of the four-year college group. An unusually high percent of SMC freshmen, then, enjoyed a stable family background while growing up.

Financial Situation. The generally higher level of academic and professional attainment of the SMC parents is reflected in the income levels. About 50 percent of SMC freshmen (a smaller percent answer this question than the other questions) estimate family income to be $50,000 and over compared to 12 percent for the four-year norm group and 19 percent for women entering Catholic H. S. colleges. About two-fifths of the other norm groups have incomes of $25,000 to $50,000. About 7 percent of SMC freshmen estimate the family income to be less than $20,000 and 10 percent have a major concern about financing their college education. Over half express "some" concern about financing their education, quite understandable in view of the fact that over half (58%) of the parents have at least one other dependent in college. A much higher percent of SMC freshmen depend on family contribution of $2000 and over for their first year's educational expenses than in the other norm groups (73% compared to 40% of Catholic HS group and 29% of the all college norm group).

Figure 5

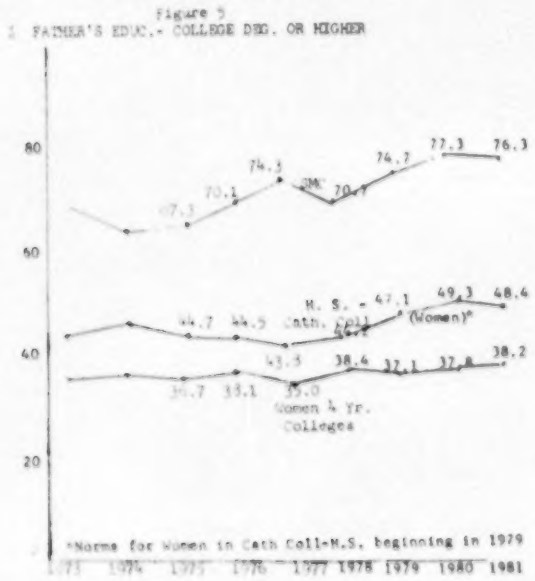


Figure 6

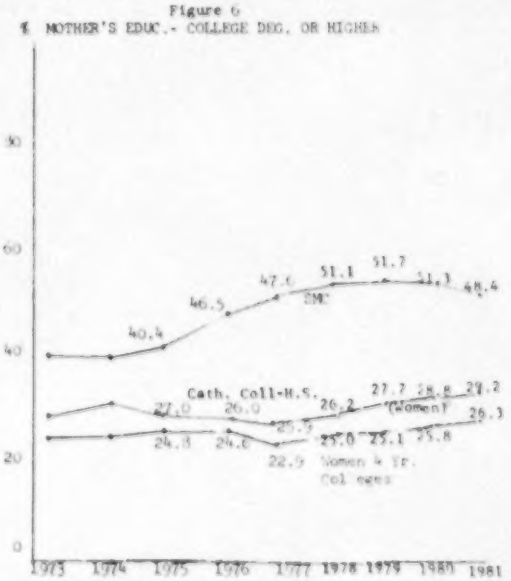


TABLE II
FAMILY BACKGROUND

	% of SMC Freshmen							1981--4-Yr. Coll. Fe.	
FATHER'S EDUCATION	1976	1977	1978	1979	1980	1981	1982	All	Cath Coll HS
Less than H.S. grad.	2.4*	3.0*	2.9*	1.5*	0.5*	3.0*		15.7*	11.1*
H. S. graduate	11.3*	9.3*	7.9*	9.6*	9.4*	9.7*		27.7*	23.9*
Post-Sec. but not degr.	16.3	13.3*	18.4	14.3	12.9*	10.9*		18.4*	17.6*
College degree	33.8*	33.0*	28.8*	31.8*	37.3*	32.4*		19.4*	23.8*
Some graduate school	4.6	5.8	6.2	5.7	5.7	5.5		2.7	3.3
Graduate degree	31.7*	35.5*	35.7*	37.2*	34.3*	38.4*		16.1*	21.3*
College degree or higher	70.1*	74.3*	70.7*	74.7*	77.3*	76.3*		38.2*	48.4*
MOTHER'S EDUCATION									
Less than H.S. grad.	2.1*	2.8*	2.7*	1.5*	2.0*	1.7*		11.8*	9.3*
H. S. graduate	22.1*	22.3*	20.8*	17.7*	19.8*	20.9*		38.6	36.5*
Post-Sec. but not degr.	29.2	27.3*	25.3	29.0*	26.9	28.9*		23.2*	25.0*
College degree	34.4*	34.2*	36.5*	37.4*	33.2*	29.7*		17.0*	18.4*
Some graduate school	3.2	4.8	4.7	6.2	7.7*	3.7		2.4	2.8
Graduate degree	8.9	8.6	9.9	8.1	10.4*	15.0*		6.9*	8.0*
College degree or higher	46.5*	47.6*	51.1*	51.7*	51.3*	48.4		26.3*	29.2
FATHER'S OCCUPATION									
Businessman	51.9*	47.1*	51.6*	45.8*	48.7*	50.9*		28.5*	34.8*
MD, DDS	10.2*	10.7*	9.9*	11.9*	9.6*	11.8*		2.4*	4.8*
Lawyer	8.2*	10.2*	7.8*	7.1	8.9*	6.6*		1.7*	3.6
Engineer	7.6	6.8	7.3	9.9	8.4	9.0		7.8	8.8
Skilled worker	3.1*	2.9*	3.5*	3.8*	2.3*	0.8*		9.4*	7.8*
Semi-skilled or unskilled	1.7*	0.6*	1.6*	0.6*	0.6*	1.1*		7.6*	5.9*
MOTHER'S OCCUPATION									
Teacher, Elem. or Sec.	9.7	9.2	9.1	10.5	9.8	11.8*		9.5	8.1*
Nurse	6.4	8.5	8.6	8.7	7.8	9.2		7.4	8.4
Full-time homemaker	55.8*	48.2*	53.0*	47.2*	49.5*	48.3*		23.7*	36.7*
Business, clerical	5.1*	7.2	5.8*	6.7	5.8*	4.7*		11.9*	11.1*
Business woman	4.2	6.7	5.1	5.6	8.0	6.8*		9.3	6.8
FATHER'S RELIGIOUS PREFERENCE									
Roman Catholic	89.5*	90.4*	92.9*	92.6*	94.2*	94.3*		33.7*	80.2*
None	1.8*	2.6*	1.3*	1.0	1.3	1.0		6.8*	2.7
MOTHER'S RELIGIOUS PREFERENCE									
Roman Catholic	93.5*	92.8*	95.2*	95.4*	95.7*	95.4*		35.1*	83.5*
None	0.2	0.5	0.3*	0.8	0.5	0.5*		3.5*	0.7
PARENTS LIVED TOGETHER WHEN STUDENT GROWING UP(1981)									
All of the time						97.5*		83.6*	90.5*
Most of the time						2.3*		7.8*	5.2*

*Differences sign. at .01 level **HS - High Selectivity = SAT means 1025 or over

The percent of SMC freshmen having FGSL loans of $1000 or over this year rose to 43 percent from 32 percent last year (and only 5 percent in 1976). The percent of SMC freshmen having FGSL or NDSL loans of $1000 or over in 1980 was higher than for the other norm groups; 50 percent compared to 28 percent all-college groups and 44 percent of the H.S. Catholic college groups.

Number of Dependents. The data on dependents of freshman parents show that SMC parents have more dependents and more dependents in college than in the other norm groups. Only 19 percent of SMC parents have 3 or less dependents compared to

TABLE III
FINANCIAL SITUATION

ESTIMATED PARENTAL INCOME (n'78=315; n'79=332; n'80=315)	% of SMC Freshmen 1976	1977	1978	1979	1980	1981	1981--4-Yr. Coll.Fe All	CathColl-HS
Less than $10,000	3.6*	4.5*	1.6*	2.7*	1.5*	1.2*	12.6*	6.8*
$10,000-14,999	7.1*	6.5*	6.3*	3.6*	1.9*	2.4*	12.6*	9.1*
$15,000-19,999	7.3*	6.7*	5.1*	4.5*	5.4*	3.3*	10.4*	8.9*
$20,000-24,999	10.9	9.9	11.4*	8.7*	8.3*	9.0*	14.5*	13.0*
$25,000-34,999	17.6	19.4*	18.7	18.0	16.5	13.2*	21.0*	23.2*
$35,000-49,999	12.1	24.9*	23.2*	25.6*	20.3*	21.2*	16.5*	20.0*
$50,000 and over(to 99,999-79	41.5*	28.4*	33.7*	23.2*	32.1*	33.3*	9.2*	14.2*
$100,000 or more	N/A	N/A	N/A	13.6*	14.0*	16.7*	3.1*	4.8*
CONCERN ABOUT FINANCING COLLEGE								
No concern	49.2*	44.3*	43.3*	37.9*	36.3*	37.2*	26.0*	23.0*
Some concern	41.6*	47.1*	46.8*	52.5	55.1	52.9*	53.7	57.1*
Major concern	9.2*	8.6*	10.0*	9.7*	8.6*	10.0*	20.3*	19.9*
NUMBER CURRENTLY DEPENDENT ON PARENTS (New question 1978)								
1 to 3			15.1*	18.0*	16.1*	19.2*	33.6*	25.9*
4			15.2*	16.5	15.6*	15.7*	27.1*	21.6*
5			24.4	25.4	22.0	21.9	22.4	22.8
6 or more			45.1*	40.0*	46.4*	43.1*	16.9*	29.7*
NUMBER OTHER DEPENDENTS IN COLLEGE(New question in 1978)								
None			45.8*	43.0*	45.5*	42.2*	64.6*	56.7*
One			33.2*	34.4	32.2*	37.2*	25.6*	28.4*
Two			12.1*	15.0*	12.9*	11.2	7.0*	9.3
Three or more			8.8*	7.6	9.4*	9.4*	2.7*	5.7*
SOURCE FOR FIRST YEAR'S EDUCATION EXPENSES								
Family Contrib.,$2000 & more	83.5*	81.0*	72.5*	74.0*	70.5*	73.4*	28.6*	39.6*
State Scholars., $500 & more	4.5*	9.4*	5.4*	8.1*	4.6*	4.1*	8.8*	15.1*
College Grant, $1000 & more	4.1	7.2	6.9	6.9	4.9*	9.7*	7.8*	13.0*
FGSL Loans, $1,000 and over	4.6	7.9	10.4	13.3*	31.2*	42.7*	23.4*	35.8
NDSL Loans, $1,000 & over	3.0	7.4	4.6	4.6	8.9	8.6*	4.9*	8.1
Applied for BEOG (new question, 1978)			23.8*	25.0*	20.9*	17.9*	47.5*	51.1*
Qualified for BEOG			7.4*	15.9*	9.6*	7.4*	29.0*	26.8*
Applied for Fed. Guaranteed Loan			8.2	11.5	27.0*	35.0*	23.1*	32.4
Qualified for Aid			7.2	10.8	26.5*	32.8*	20.8*	29.2

Figure 7

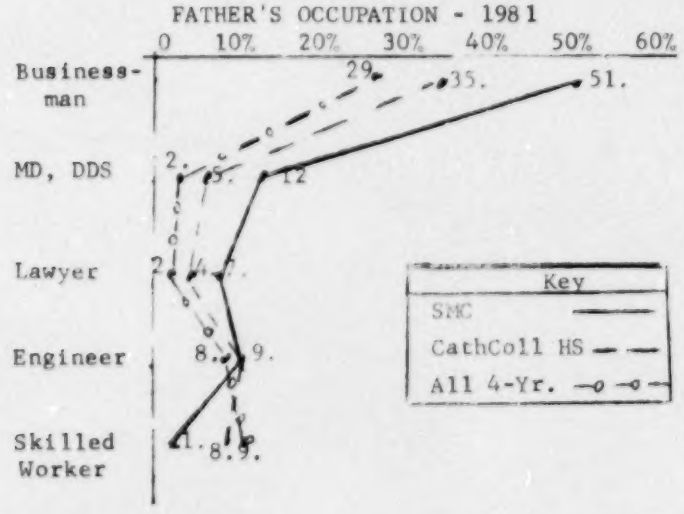
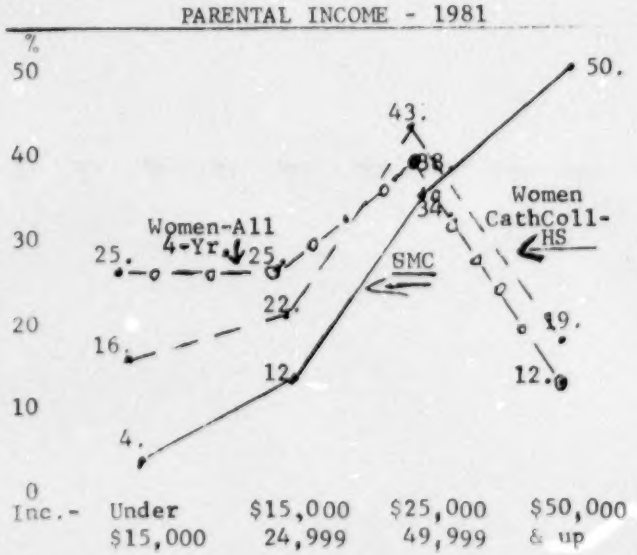


Figure 8



Number of Dependents (cont.)
26 percent in H.S. Catholic colleges and 34 percent women in four-year colleges, while 43 percent of SMC parents have 6 or more dependents compared to 30% and 17% respectively in the other norm groups. Only 42% of SMC parents have only one dependent in college (the one at SMC) compared to 57% and 65% of the other parent groups.

ADMISSIONS INFORMATION

Selection of SMC. Almost four-fifths of the incoming SMC freshmen said that SMC was their first choice of college, about the same as the other norm groups (75% and 78%). Over 72 percent think they will be satisfied with this college, a higher percent than in the other norm groups. Of the reasons included on the ACE survey form for selecting a particular college, by far the highest percent of SMC freshmen cited "good academic reputation" as very important, a much higher percent than in the "all college" norm group (86% vs 58%) and exceeding the 80% for women in H.S. Catholic colleges. This percentage is a slight decrease from the past three years. The reason selected by the next highest percent (29%) was "offers special educational program". About 16 percent said that a very important reason for coming to SMC was that their parents wanted them to enroll here (compared to 7-8 percent in the other norm groups). In recent SMC withdrawal and freshman satisfaction surveys, some dissatisfaction seemed related to the statement that one of the major reasons for attending SMC was parental choice, rather than student choice.

No. of Other Colleges Applied To: Because of the decreasing number in the college-age population and greater competition among colleges, a comparison is shown in Table IV regarding the SMC students who have applied to other colleges. This study shows a lower percent of SMC freshmen applied to no other colleges (20% last year, 12% this year) than in the other norm groups (25% and 32% respectively) and a somewhat higher percent applied to 3 or more other colleges (SMC 39% this year, 28% for the all college group, 32% for the H.S. Catholic college group--See Figures 10). Further, in 1976, only 28% of SMC freshmen said they had applied to three or more colleges compared to 39% this year. Thus it seems apparent that SMC is in an increasingly competitive situation with regard to college applications.

Grades in High School. About 78 percent of SMC freshmen reported high school grade averages of B+ or above compared to 49 percent in the all-college norm group and 70 percent for women in the Catholic H.S. group. The trend line (Figure 12) shows an increase in the percentage of SMC freshmen having B+ averages from 1975 to present whereas the percentage for all women in 4-year colleges has remained about constant. According to their self report, 74 percent of Saint Mary's freshmen ranked in the upper one-fifth of their high school classes compared to 47 percent of women in the all college norm group and 61 percent of those in the H.S. Catholic college group. Thus, the SMC freshmen showed superior academic achievement even when compared with the women in other high-selectivity Catholic colleges.

Activities of the Past Year. The 1981 survey included a section on activities in which students engaged in the past year which is included only intermittently in the surveys. The 1981 SMC freshmen in general engaged in about the same activities as the students in other norm groups. However, there was a notable difference in the following: a higher percent of SMC freshmen than in the 4-year college group attended religious services (99 percent vs 91 percent); about 7 percent more SMC freshmen worked in a political campaign (17% compared to about 10% of other groups), but 3-6 percent less participated in a demonstration; a higher percent of SMC freshmen drank beerthan in the other groups--82% vs. 77% (Cath. HS) and 66% (all 4-yr).

TABLE IV
ADMISSIONS INFORMATION

	% of SMC Freshmen						1981 4-Yr. Coll. Fe.	
	1976	1977	1978	1979	1980	1981	All	Cath. HS
SMC was first choice	81.4	78.1	77.2	77.1	80.6	78.9*	74.9*	77.9
SMC was second choice	14.3	18.4	19.6	19.0	17.4	17.9	19.9	18.1
NO. OF OTHER COLLEGES APPLIED TO								
None	24.5*	22.5*	19.9*	16.0*	20.0*	11.9*	32.2*	25.2*
One	24.7*	25.3*	22.2	16.0	19.2	24.5*	20.0*	22.2
Two	22.5	22.5	25.2	23.6	22.4	24.7*	19.3*	20.6*
Three	14.0	13.4	14.8	24.1*	18.7*	14.9	14.2	14.3
Four or more	14.3	16.1	17.6*	20.4	19.7*	24.0*	14.2*	17.7*
VERY IMPORTANT REASON FOR SELECT. SMC								
Good academic reputation	82.6*	86.1*	87.3*	87.2*	88.9*	85.6*	58.4*	80.0*
Offers special educ. program	26.7*	32.0	26.6*	29.0	27.3*	28.5*	32.0*	26.3
Offered financial assistance	7.0*	10.7*	10.1*	9.7*	9.9*	9.9*	19.6*	21.1*
Advice of someone who attended	22.4*	22.0	18.9	22.8*	22.4*	21.4*	16.8*	15.8*
Relatives wanted me to come	13.8*	14.1*	11.3*	14.4*	16.5*	16.4*	7.3*	8.3*
Advice of guidance counselor	2.5*	1.8*	3.4*	4.3*	4.1*	3.1*	7.5*	5.7*
Teacher advice	2.4	2.0	2.3	1.3	3.0	1.0*	4.2*	2.2
Low tuition	0.2*	1.0*	0.5*	1.0*	0.0*	0.5*	14.7*	5.7*
Wanted to live at home	0.5*	1.0*	0.5*	0.3*	0.8*	0.8*	7.6*	8.9*
College rep. recruited me	2.7	2.8	3.1	1.5	2.1	2.3*	5.0*	3.2
TYPE OF H.S. ('79 Question)								
Public				47.5*	38.1*	N/A	N/A	N/A
Private - Catholic				51.0*	57.4*	N/A	N/A	N/A
" Other				1.5	4.4*	N/A	N/A	N/A
CHANCE VERY GOOD THAT STUDENT WILL								
Be satisfied with this college	71.0*	75.6*	78.6*	74.3*	76.0*	72.4*	61.1*	68.6*
Transfer to another college	7.0*	5.1*	6.0*	3.2*	4.4*	5.5*	12.0*	6.5
AVERAGE GRADE IN HIGH SCHOOL								
A or A+	9.6	12.2	16.8	17.7*	16.8*	16.9*	11.4*	19.4
A-	22.8*	24.2*	28.0*	29.1*	30.9*	24.4*	15.0*	20.3
B+	33.5*	37.2*	28.5	32.0	31.6*	36.3*	22.9*	29.8
B	24.5	20.7*	20.5*	17.2	17.0*	19.4*	27.0*	22.7*
B or above	90.4*	94.3*	93.8*	96.0	96.3*	97.0*	76.3*	92.2*
B-	8.5	4.3*	4.7*	3.0*	3.5*	3.0*	11.4*	5.4*
C+ or C	1.1*	1.3*	1.4*	1.0*	0.2*	0*	12.3*	2.5*
RANK IN HIGH SCHOOL ('79Question)								
Upper 1/5	N/A	N/A	N/A	76.9*	73.1*	73.7*	47.6*	61.4*
Second 1/5	N/A	N/A	N/A	17.2*	18.7*	19.7*	23.0*	20.8
				94.1*	91.8*	93.4*	70.6*	82.2*
ACTIVITIES ENGAGED IN IN PAST YEAR								
Attended religous ervices	N/A	N/A	99.2*	99.3*	N/A	98.5	90.5*	97.0
Attended public recital/concert	N/A	N/A	95.0*	90.4*	N/A	88.3*	83.5*	84.3*
Played musical instrument	N/A	N/A	61.2*	50.5	N/A	50.2	49.0	47.0
Jogged frequently	N/A	N/A	24.2	30.5*	N/A	23.9*	20.3*	20.3*
Worked in political campaign	N/A	N/A	14.6*	18.3*	N/A	17.3*	9.6*	10.4*
Participated in demonstration	N/A	N/A	17.0	16.0*	N/A	17.0*	22.5*	20.0*
Drank beer	N/A	N/A	81.6*	82.7*	N/A	81.8*	66.4*	76.5*
Smoked cigarettes frequently	N/A	N/A	10.9*	7.6*	N/A	7.8*	12.6*	11.8*
Took tranquilizers	N/A	N/A	4.5	3.9	N/A	3.2	5.2	3.1

* Differences significant at .01 level (SMC compared with norm group for pertinent Years)

Figure 9
Admissions Information

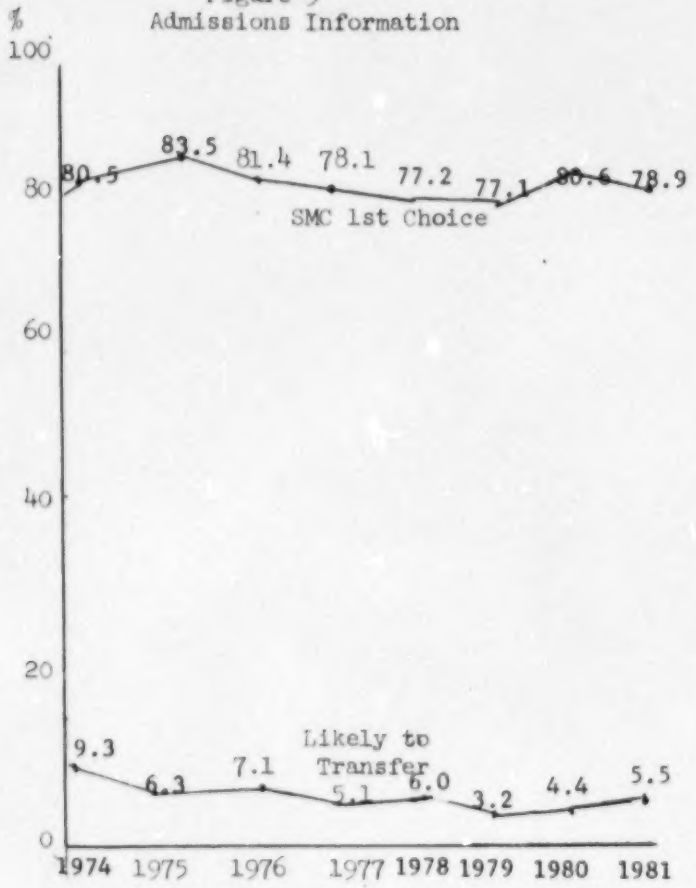


Figure 10
APPLIED TO 3 OR MORE OTHER COLLEGES

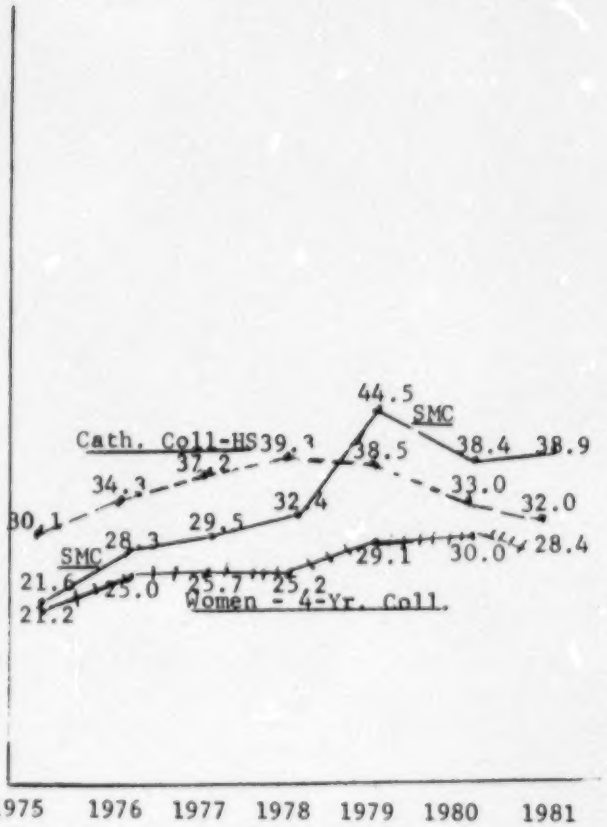


Figure 11
ACADEMIC REPUTATION VERY IMPORTANT REASON FOR SELECTING

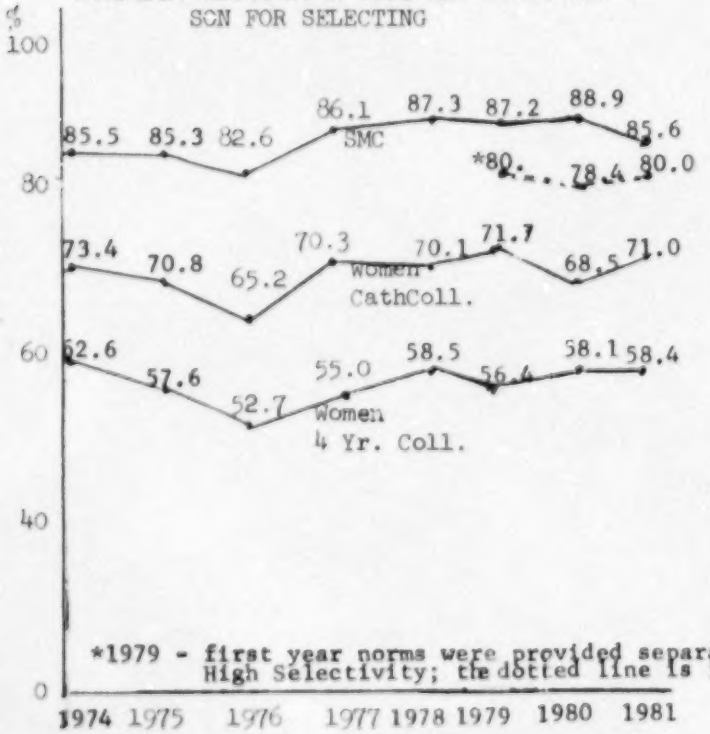
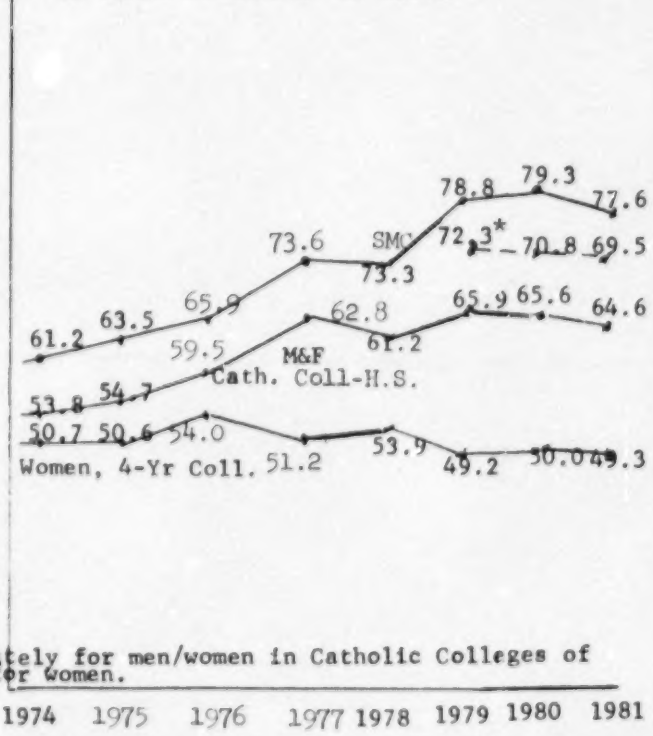


Figure 12
HS GRADE AVERAGE B+ OR ABOVE



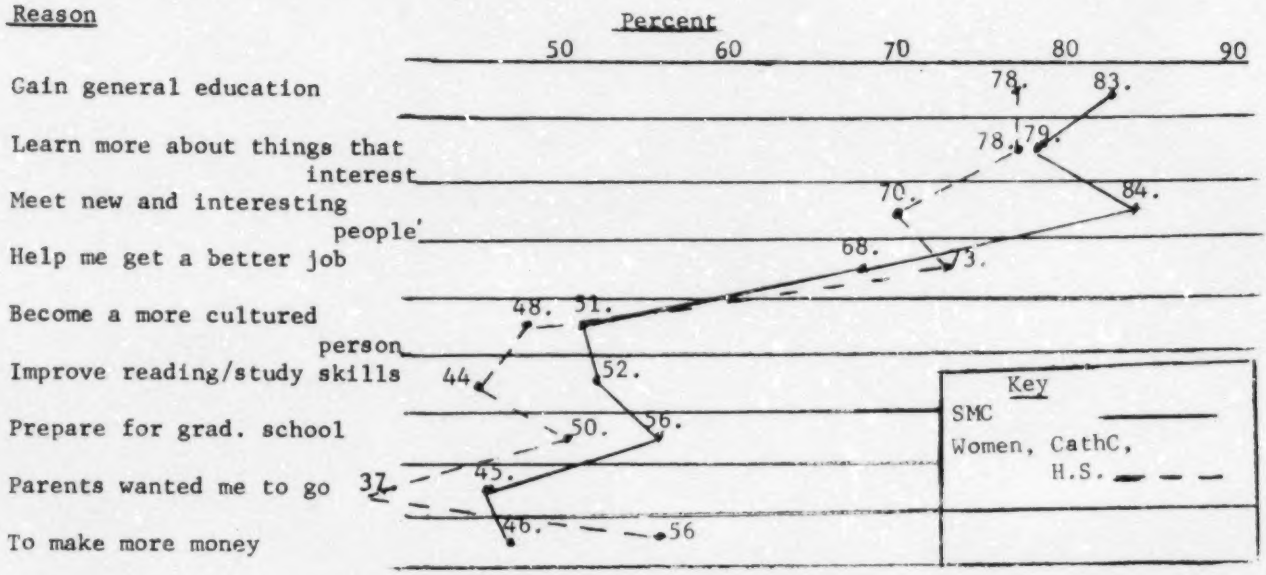
*1979 - first year norms were provided separately for men/women in Catholic Colleges of High Selectivity; the dotted line is for women.

TABLE V
ACADEMIC AND CAREER GOALS AND INTERESTS OF FRESHMEN

	% of SMC Freshmen							1981 4-Yr Coll Fe	
	1975	1976	1977	1978	1979	1980	1981	All	Cath HS
HIGHEST DEGREE PLANNED (1981 - 359)									
None	0.3*	0	0.3	0.3	0.3	0.0	0.0	1.5	0.7
Assoc. (or equivalent)	0	0	0	0.3	0.0	0.0	0.0	2.0	0.2
Bachelor	34.3	37.9	33.0	33.0	31.3	31.3*	27.6*	39.3*	31.1*
Master	37.7	36.9	36.0	37.1	34.6	41.7*	45.1*	36.7*	40.5*
PhD or EdD	5.8*	6.9#	7.8	7.8	9.1	5.8	6.1*	8.8*	8.6*
LLB or JD	12.9*	10.3*	12.0*	11.2*	14.6*	9.9*	12.5*	3.8*	8.1*
MD, DDS, DVM	7.4	6.4	8.7*	8.6*	9.3	9.6	7.8	5.6	9.4
Above Master's	26.1*	23.6	28.5*	27.6*	33.0*	25.3*	26.4*	18.2*	26.1
Other	0	1.2	2.1	1.4	0.8	1.7	0.8	2.2	1.3
VERY IMPORTANT REASONS FOR COLLEGE ATTENDANCE									
Gain general education		83.0*	88.0*	87.8*	86.5*	86.9*	83.3*	75.7*	77.9*
Learn more about things that interest	77.9		87.2	83.8	84.7	82.4	79.2	78.9	77.9
Meet new and interesting people		80.6*	87.1*	83.9*	78.9*	81.1*	84.0*	66.7*	70.2*
Help me get a better job		63.5	70.0	72.7	72.3	69.9*	68.2*	74.1*	73.2*
Become a more cultured person		53.9*	61.9*	48.7*	56.0*	60.0*	51.4*	41.7*	47.6*
Improve reading & study skills		51.0*	57.9*	54.6*	43.5	52.7*	51.9*	44.3*	43.6*
Prepare for graduate school		43.0	49.6	51.5	52.4	50.7	56.3*	46.6*	50.1*
Parents wanted me to go		44.7*	44.7*	41.9*	42.3*	48.0*	44.1*	35.8*	36.5*
To make more money		34.2*	43.7*	47.1	48.3*	48.4*	46.0*	58.9*	55.8*
PROBABLE CAREER OCCUPATION									
Artists (includg. Performer)	9.9	12.4	7.3	4.6	5.5*	3.4	3.4*	6.2*	1.7
Bus. Mgt. & other Bus.	13.1*	15.1*	17.7*	21.2*	19.4	24.6*	20.7*	17.0*	21.2
Doctor (MD, DDS)	4.8	6.1	7.0	5.9	6.9	7.1	4.7*	4.6	7.0*
Educator, College	0	0.2	1.3	0.0	0.3	0.0	0.0	0.3	0.1
Educator, Secondary	3.4	3.2	1.0*	3.6	1.5	3.1	1.8	3.5	1.5
Educator, Elementary	4.6*	7.0*	5.8*	4.1*	3.6	4.9	5.4*	9.2*	3.8
Health Prof., not MD	8.0*	3.4*	8.7*	3.9#	2.0	2.4*	2.1*	6.9*	2.8
Lawyer	9.2*	9.3*	10.0*	7.9*	12.6*	8.8*	12.9*	3.6*	8.1*
Nurse	12.6	13.1*	12.3*	13.1*	11.6	9.3	9.5*	6.9*	11.2
Research Scientist	1.8	0.9	1.6	3.3	2.1	1.8	1.3	1.2	1.5
Social Worker	N/A	N/A	3.4	1.5	1.3	2.8	1.5	3.1	2.3
Other	14.4*	14.2*	12.3	16.5*	10.9*	11.9*	13.6*	22.3*	20.6*
Undecided	17.2	14.2	15.7#	15.9	19.0*	17.1*	21.0*	12.8*	14.5*
Engineer	0.2	0.2	0.5	1.3	2.8	2.8	2.1	2.3	3.7
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL									
Get a bachelors degree	91.9*	86.6*	87.6*	92.0*	93.1*	89.8*	86.9*	76.3*	85.4
Find job in preferred field	62.4*	67.1*	74.6*	78.6*	74.4	79.7*	74.1	72.2	74.8
Make at least a B avg.	50.8*	48.4*	47.2*	58.9*	52.5*	55.3	57.6*	41.9*	55.8
Change career choice	17.9	17.1	23.6*	23.2*	28.0*	25.7*	27.1*	14.6*	18.5*
Change major field	14.3	17.4	22.1*	20.0*	24.6*	22.2*	23.6*	14.5*	16.6*
Seek vocational counseling	16.6*	15.0*	14.0*	14.7*	14.5*	9.4	12.6*	7.5*	11.5
Seek indiv. counseling	4.6	2.4	5.8	4.2	4.7	4.7	3.5	4.8	3.4

*Difference significant at .01 level; # difference sig. at .05 level

VERY IMPORTANT REASON FOR ATTENDING COLLEGE - 1981



ACADEMIC AND CAREER GOALS AND INTERESTS

Reasons for College Attendance. The three very important reasons for college attendance selected by the highest percent of SMC freshmen were: gain general education, meet new and interesting people, and learn more about things that interest me. The three for the 4-year college norm group and the women in H.S. Catholic colleges were: learn more about things that interest me, gain general education, and help me get a better job. A significantly higher percent of SMC freshmen chose reasons of "gain general education" and "meet new and interesting people," while a significantly lower percent (46% vs. 56% in Catholic HS group and 59% in all college) consider "make more money" as a very important reason. Thus, the Saint Mary's freshmen are distinguished by their desires for a good general education and their valuing of personal relations and people. However, 68 percent of SMC freshmen (vs. 73-74% of the national samples) also have as a goal for their college education to "help me get a better job." Thus, the SMC freshmen while valuing liberal education also are oriented to a career.

Degree Plans. A high percent of SMC freshmen are confident that they will secure a bachelor's degree (87% compared to 76% of the 4-year college sample and 85% of the HS Catholic college sample). A significantly higher percent of SMC women are aiming for master's degrees and law degrees than are women in both other groups. Past studies of degree aims of SMC seniors as compared to freshmen show that the percentage planning higher degrees increases over time.

Career Plans. A significantly higher percent of Saint Mary's 1981 freshmen than women in the other groups anticipate having careers in the male-dominated occupations of business management, law, medicine, and engineering (40% of SMC, 28% of women in the all-college group, and 31% of women in Catholic colleges). A high percent of SMC freshmen (27% and 24% vs. about 15% of all 4-year women) believe they may change major field and career choice, and the percent of SMC freshmen who are "undecided" as to major is also higher than in the other norm groups (21% vs 13-14%), perhaps due to the liberal arts nature of the college. These statistics emphasize the importance of providing assistance in educational and career planning at SMC.

FIGURE 13
PROBABLE CAREER - BUS. MGT., LAWYER, DOCTOR, ENGINEER

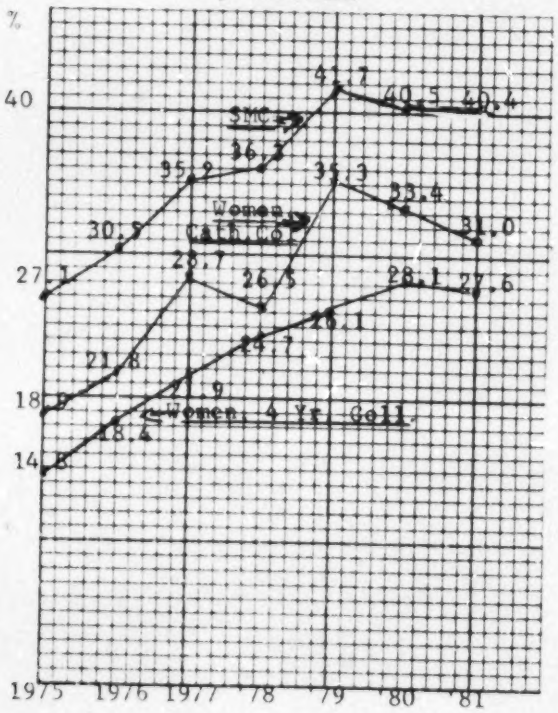


FIGURE 14
HIGHEST DEGREE PLANNED IS ABOVE MASTER'S

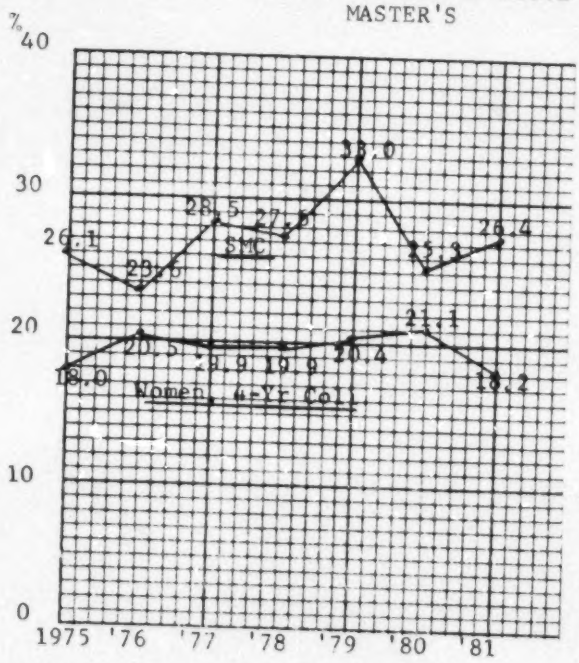


FIGURE 15
PROBABLY FIND A JOB IN PREFERRED FIELD

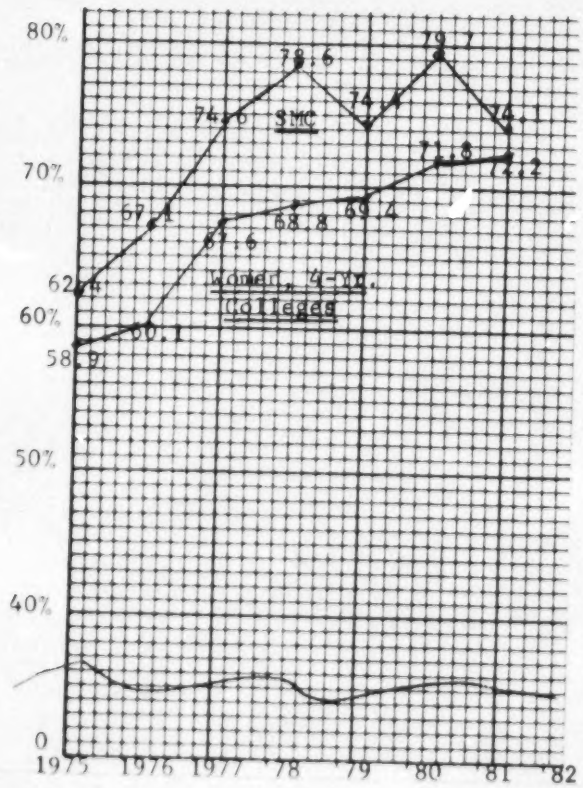


FIGURE 16
VERY IMPORTANT OBJECTIVE IN LIFE IS TO RAISE A FAMILY

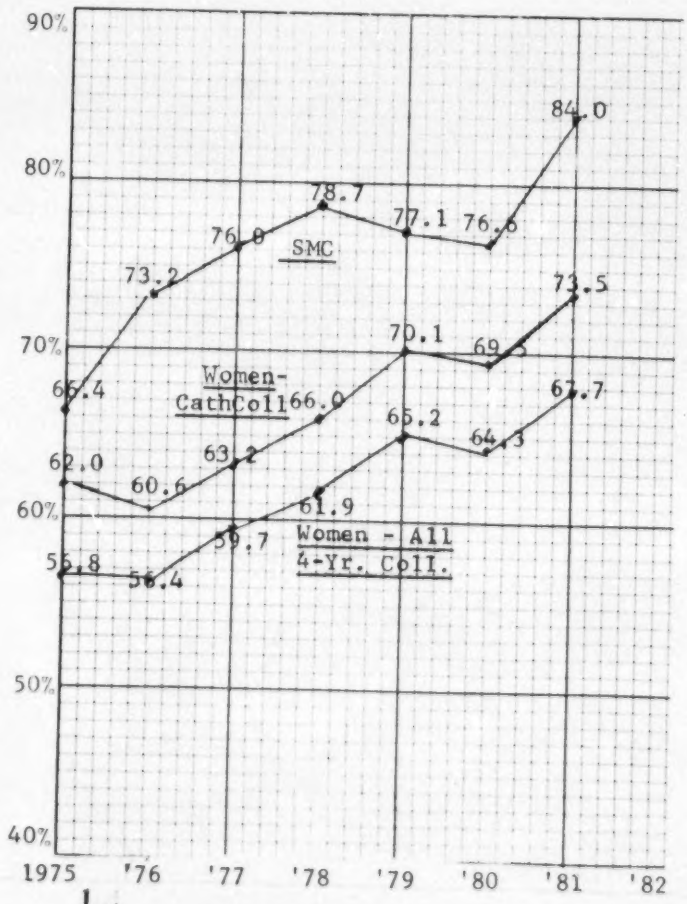


TABLE VI
VIEWPOINTS AND OBJECTIVES

	% of SMC Freshmen						1981 Women Fr.- 4 Yr.	
	1976	1977	1978	1979	1980	1981	All	Cath - HS
OBJECTIVES CONSIDERED ESSENTIAL OR V. IMP.								
Help others in difficulty	74.4	81.8*	78.6	81.6*	79.3	78.5*	73.2*	76.7
Develop a philosophy of life	72.3#	76.2*	75.6*	69.6*	67.3*	63.1*	54.1*	58.9*
Be an authority in my field	69.1	78.2#	69.4	77.6*	77.6	75.3*	72.3	71.0*
Keep up with political affairs	59.4*	61.0*	54.6*	58.5*	57.0*	60.2*	36.4*	47.0*
Participate in community action pro.	42.2*	43.8*	38.9*	34.6	39.3*	33.0*	28.4*	29.3*
Obtain recog. from coll. for contrib.	46.5	47.7	49.2	54.4	53.1	55.6	53.3	54.3
Be successful in my own business	44.6	46.6*	42.3#	45.6	46.8	46.1*	42.1*	38.9*
Be very well off financially	42.4	47.7	49.9	49.4	53.4	56.3	56.9	57.1
Influence social values	37.6	41.1#	41.7#	42.6*	43.3*	43.8*	36.1*	35.3*
Achieve in performing or creative art	31.4	36.2	32.4	33.6*	37.0	36.7*	14.2*	33.1*
Have administrative responsibility	33.8*	40.7*	34.3	38.4	43.0*	49.0	36.5*	38.1
Influence political structure	18.5*	22.6*	16.7	21.2*	17.5*	21.4*	12.4*	14.4*
Make theoretical contribution to sci.	11.5	13.7	12.2	10.8	9.7*	7.8	10.6	10.3
Promote racial understanding	N/C	40.3	42.9	35.0	34.6*	34.3	36.3	34.9
CHARACTERIZE POLITICAL VIEWS AS:								
Far Left	0	0.8	0.3	0.0	0.7	0.3	1.3	0.4
Liberal	16.3*	22.3	20.8	16.0*	12.0*	10.0*	18.6*	15.1*
Middle of Road	63.3*	59.0	55.9*	62.5	58.9	55.3*	61.8*	65.6*
Conservative	19.8*	17.7#	23.0*	21.0*	28.2*	34.2*	17.5*	18.3*
Far Right	0.7	0.3	0	0.5	0.2	0.3	0.6	0.6
"FEMINIST" VIEWPOINTS								
Agree Strongly or Somewhat that:								
Married women's activ. belong in home	20.4	15.1#	19.5	19.7	20.4*	17.0	19.2	15.1
Large families should be discouraged	23.3*	24.1*	21.7*	18.8*	16.2*	12.9*	36.0*	22.4*
Women should have job equality	96.9	97.7	98.5	97.8	99.5*	97.5	96.8	97.7
Abortion should be legalized	N/C	22.9*	19.7*	20.0*	14.5*	18.5*	52.3*	31.0*
"Raise a family" considered very important or essential objectives	73.2*	76.0*	78.7*	77.1*	76.6*	84.0*	67.7*	75.2*
Chance very good that student will:								
Marry while in college	2.6*	3.1*	3.0*	1.2*	1.0*	1.5*	6.8*	3.5
Marry within a year after college	17.0	18.6	20.6	15.2	17.6	14.0*	19.8*	15.3
VIEWPOINTS ON COLLEGE RIGHTS AND RESPONSIBILITIES								
Agree Strongly or somewhat that:								
Coll.has right to reg. stud.off-campus	14.1	16.4*	12.5	13.9	10.2*	11.4*	14.1*	8.7*
Faculty promotion should be based in part on student evaluations	72.0	77.9#	75.6	76.4	71.2	72.1	70.3	72.2
College grades should be abolished	16.8	15.3	14.7	10.9	11.7	14.2*	12.6	10.7*
Stud. publications cleared by col. off.	24.3*	27.7*	28.0*	35.3*	37.5	30.3*	43.1*	37.7*
College has right to ban speakers	22.2	21.1	22.9	23.1	23.2	23.1	24.3	21.9
Disadv. students should have preferential treatment in admissions	20.8*	28.8*	19.0*	25.1*	23.8*	30.5*	36.8*	27.6
VIEWPOINTS ON OTHER ISSUES - Agree Strongly or Some:								
Busing is OK to achieve balance	30.6*	29.7*	39.1	37.4*	31.6*	32.5	46.5*	37.4*
Criminals are given too many rights	50.3	56.7	58.1	53.1	61.2	61.9	63.7	63.9
Wealthy should pay more taxes	50.0*	53.9*	57.6*	47.8*	48.2*	49.9*	70.5*	69.6*
Shouldn't obey laws which violate personal values	29.2	29.2	31.9	25.7	28.5	26.7	29.2	27.5
Marijuana should be legalized	40.0	45.7	34.9*	32.8*	19.9*	18.0*	28.7*	21.6*
Couple should live together before mar.	25.5*	23.7*	16.5*	15.4*	11.7*	15.8*	34.0*	22.9*
If people like each other, sex ok	17.2*	18.2*	11.1*	11.9*	11.5*	11.4*	28.7*	17.3*
Laws needed to prohibit homosexual rel.	37.9	41.3	42.3	41.0*	42.2*	37.9*	40.2	33.8*
Govt should discourage energy use	81.0	86.1	84.4	86.6	88.2	83.3	83.3	85.4
Need nat'l health care plan	N/C	49.1*	52.0*	53.4*	50.6*	42.6*	57.2*	53.9*
Should liberalize divorce laws	N/C	N/C	24.4*	25.1	17.6*	14.2*	36.2*	25.7*
Should abolish death penalty	N/C	N/C	45.5#	47.4	43.5	43.1*	38.4*	42.2

*Difference significant at .01 level (SMC compared with norm group of pertinent year)
#Difference significant at .05 level.
N/C - No comparable question

VIEWPOINT AND OBJECTIVES

Important Life Objectives. The three life objectives (after "raise a family"- see discussion below) named by the highest percent of SMC freshmen as essential or very important are " help others in difficulty (79%), develop a philosophy of life (63%), and be an authority in my field (75%). These objectives are also listed by the highest percent of the women in the other norm groups although by a smaller percent. The percent of women who consider it very important to "develop a philosophy of life" has been decreasing each year (see Figure 20); this year the percent of SMC women who consider it very important also decreased to the lowest point since the survey had been given at SMC (from 80% in 1975 to 63% in 1981) although it is significantly higher than both other norm groups. Another important objective for SMC freshmen was "to keep up with political affairs" (60%), a considerably higher percent naming this than among both other norm groups (47%for HS Catholic and only 36% for the 4-year). Thus, the most important objectives for the SMC freshmen reflect altruism, desire to develop a personal value system, and an orientation toward achievement in a career or specialty. The percent of women in the all-college group who believe it very important to be "very well off financially" has been rising over the years until a higher percent this year consider it very important (57%) than to "develop a philosophy of life" (54%). The SMC freshmen trend has followed this pattern but the 56 percent considering it an important objective is 7 percent fewer than consider developing a philosophy of life very important (63%). Except for 1980, there has been a downward trend in the percent of SMC freshmen considering it important to be "active in community programs" (from 44 percent in 1977 to 33 percent in 1981), but the 1981 SMC percent is significantly higher than for the other norm groups (33% vs 28-29%).

Political Views. In their assessment of their political views, there has been a dramatic increase in the percent designating themselves as conservative, from 18% in 1977 to 34 % in 1981, and a corresponding decrease in those designating themselves "liberal" - from 22%in 1977 to 10% in 1981. These changes reflect a national pattern of increase in conservative views and decrease in liberal views (See Figure 17) but the change has been more pronounced among SMC freshmen. While the majority of the SMC freshmen denote themselves as "middle-of-the-road," it will be noted in examining viewpoints on specific issues that views on some issues could be considered liberal and others, conservative.

Feminist Viewpoints. Almost all SMC freshmen seek job equality for women (98%) only 17 percent consider that a married woman's place is in the hame, and less than one percent indicate a desire to make a career as a full-time homemaker.

However, 84 percent of SMC freshmen compared to 68 percent of women in the 4-year college and 75 percent of Catholic H.S. college women consider "raising a family" to be an essential or very important objective. It will be noted (see Figure 16) that the percent in national norm groups seeing this as an important objective rose each year since 1976 (except for a slight decrease in 1980). Only 13% of SMC freshmen compared to 36% of the all-college women group believe that large families should be discouraged. Only 19% of SMC freshmen believe abortion should be legalized, compared to overhalf the all-college women and 31 percent of the women entering Catholic colleges of high selectivity.

Other Issues. Along with other college freshmen, a high percent of SMC freshmen believe the government should discourage energy use; however, only 43 percent believe a national healthcare plan is needed, compared to 54 percent of the women in Catholic college of H.S. and 57 % in the 4-year group. About half

FIGURE 17 - POLITICAL VIEWS

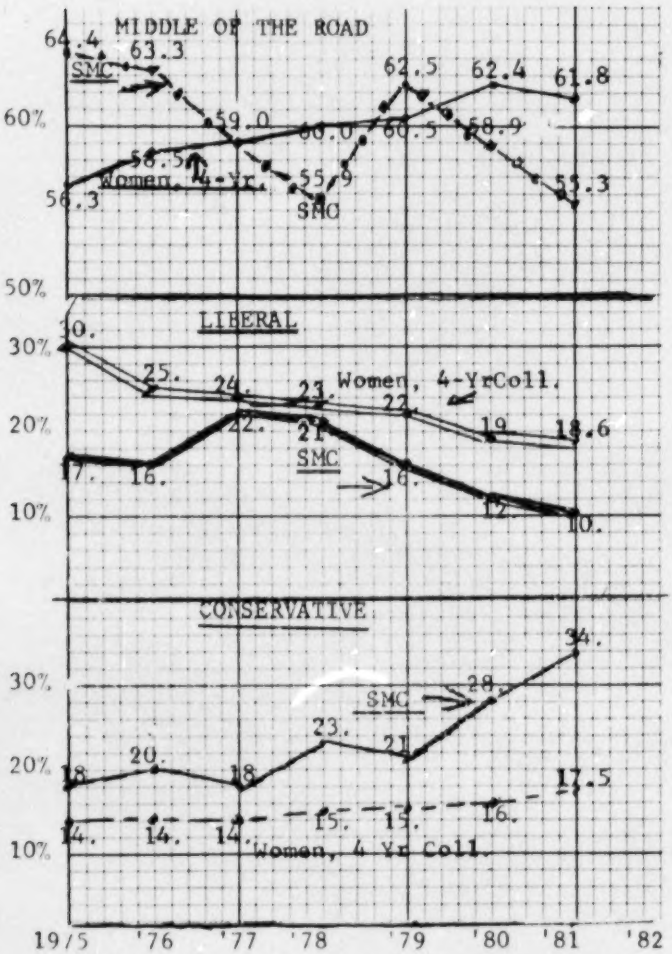


FIGURE 18 - VERY IMP. TO KEEP UP WITH POLITICAL AFFAIRS

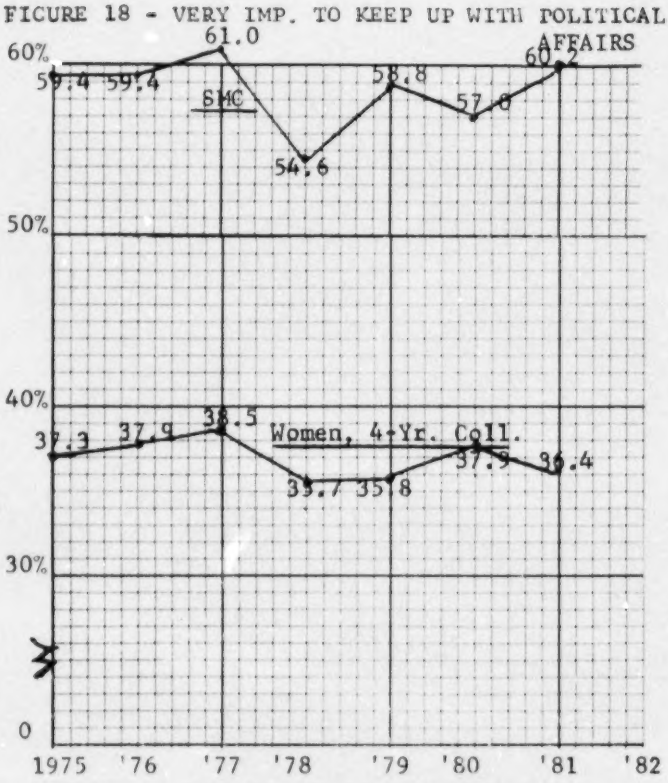
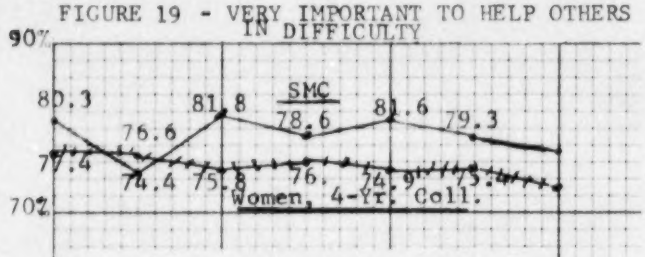


FIGURE 19 - VERY IMPORTANT TO HELP OTHERS IN DIFFICULTY



VERY IMPORTANT TO BE ACTIVE IN COMMUNITY ACTION PROGRAMS

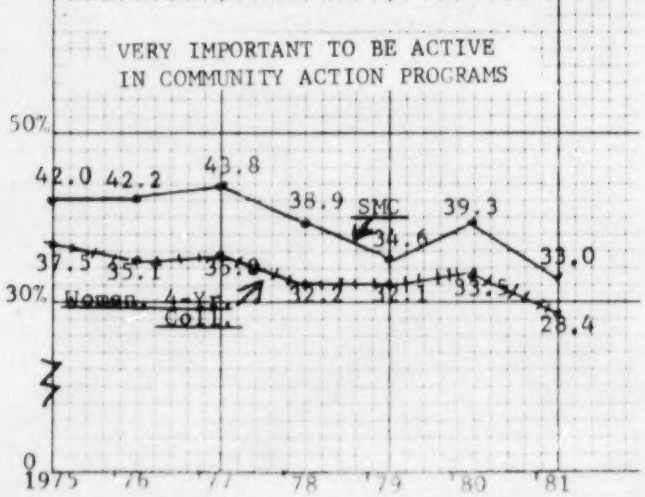
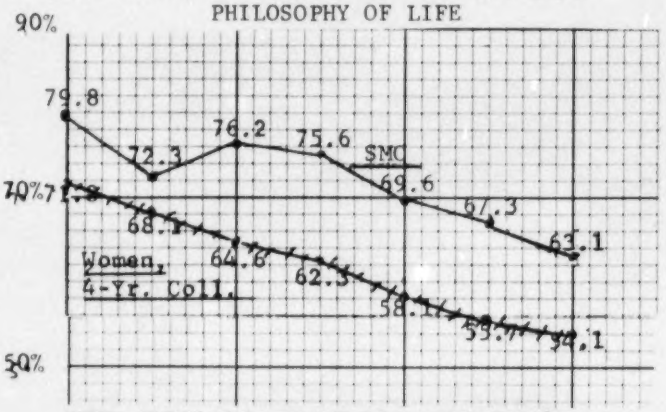
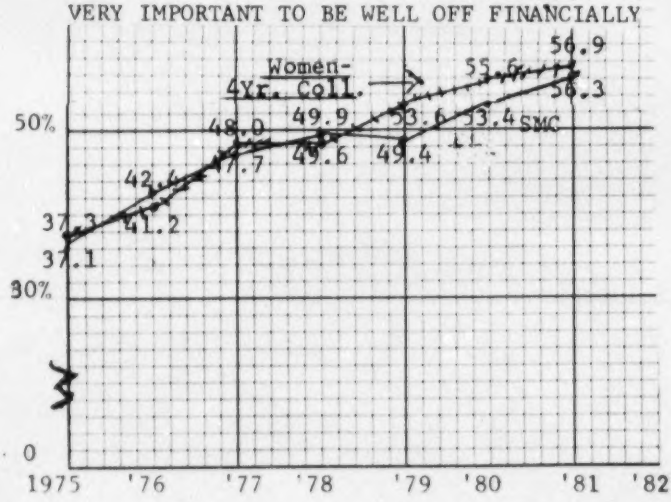


FIGURE 20 - VERY IMPORTANT TO DEVELOP A PHILOSOPHY OF LIFE



VERY IMPORTANT TO BE WELL OFF FINANCIALLY



Other Issues (cont.).
of SMC freshmen believe the wealthy should pay more taxes compared to 70 percent of the other two norm groups. A slightly higher percent of the SMC freshmen than the national group believe the death penalty should be abolished (43% compared to 36%). A significantly lower percent of the SMC women believe that marijuana should be legalized, that divorce laws should be liberalized, that a couple should live together before marriage and that if people like each other, sexual relations are all right. The smaller percent approving the latter actions would reflect the traditionalCatholic moral teachings; it will be noted, however, that percentages of women at the other H.S. Catholic colleges approving the actions are higher than at SMC, though lower than the national. The graphs, Figure 22 and 23, show a generally decreasing trend in percent approving legalization of marijuana and agreeing a couple should live together before marriage.

College Rights and Responsibilities. SMC freshmen showed liberal viewpoints regarding many college rights and responsibilities. About 72 percent believe faculty promotions should be based in part on student evaluations (see Figure 21), only 11 percent think the college has a right to regulate students off campus, and 30 percent believe that student publications should be cleared by college officials compared to 43 percent of the 4-year sample. However, a somewhat lower percent of the SMC freshmen than the 4-year college sample believe that disadvantaged students should have preferential treatment in admissions. Only 14 percent of SMC students, compared to 30 percent in 1974, believe college grades should be abolished. Nationally there has been a downward trend for this item (See Figure 21), but for Saint Mary's there has been a slight upward trend the past two years.

FURTHER INFORMATION

If further or more detailed information is desired concerning the Freshman Survey, the complete statistics for the SMC freshmen and the norm book for national groups are available in the Institutional Research Office. An analysis of some of the data by intended major field is being provided to the department chairmen; all data included in this report are available for major areas if department chairmen wish other analyses.

FIGURE 21
AGREE STUDENT EVALUATIONS SHOULD PLAY PART IN FACULTY PROMOTIONS

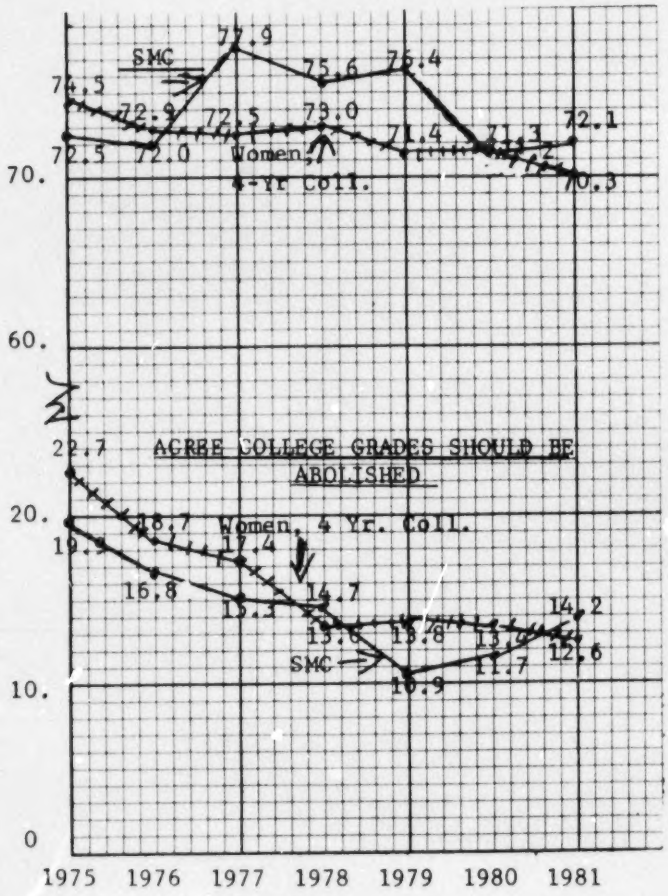


Figure 22
AGREE MARIJUANA SHOULD BE LEGALIZED

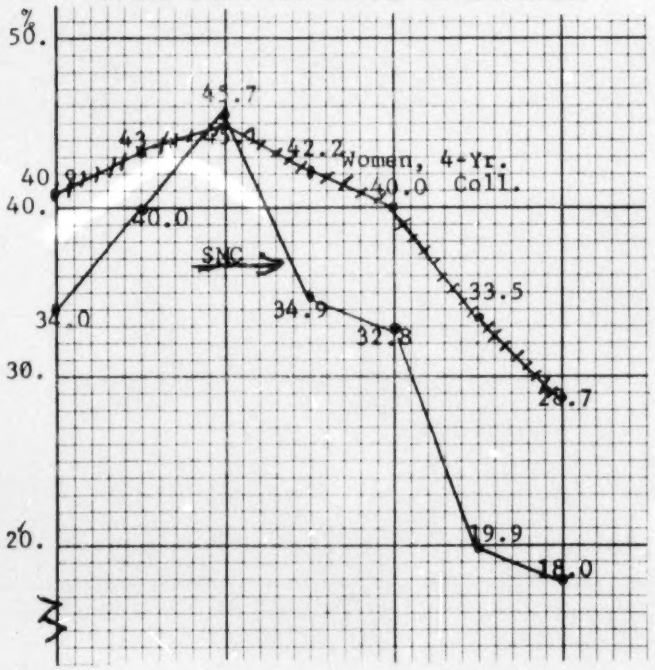
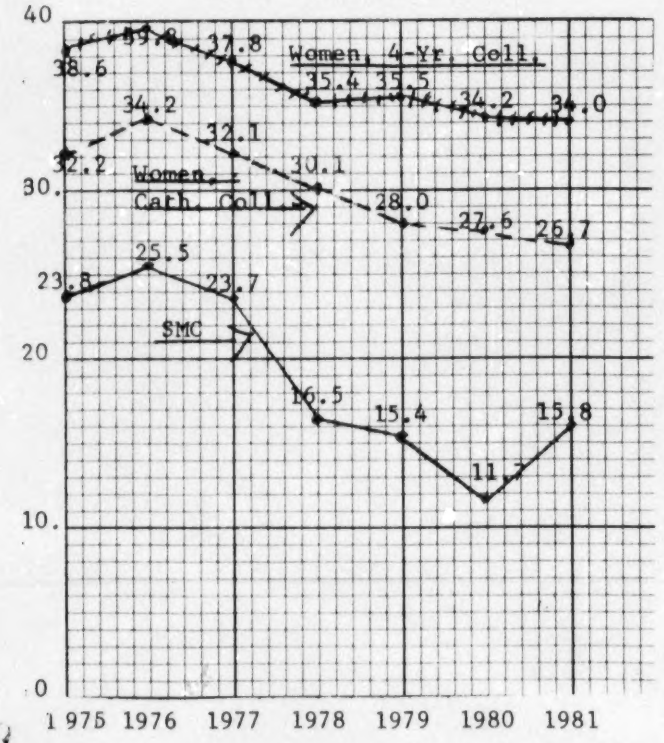


Figure 23
AGREE COUPLE SHOULD LIVE TOGETHER BEFORE MARRIAGE



411974

PLEASE PRINT: YOUR NAME _____ (First / Middle or Maiden / Last)

HOME STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____ ( ) Area Code Home Phone No.

When were you born?

Month (01-12) ☐☐ Day (01-31) ☐☐ Year ☐☐

1983 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2 or softer).

Make heavy black marks that fill the circle completely. Erase completely any answer you wish to change.

Make no stray marks of any kind.

Do not use pen or make ✓'s or X's.

Mark only one response to each question unless you are instructed otherwise.

Thank You.

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve [illegible] on the goals of [illegible]. Results will be reported in research reports available from the Laboratory for Research [illegible] has been requested in order to make subsequent [illegible] will be held in the strictest professional confidence.

[illegible] Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

1. Your sex: Male ○ Female ○

2. Are you a veteran? (Mark one) No ○ Yes ○

3. How old will you be on December 31 of this year? (Mark one)

16 or younger	○	21	○
17	○	22	○
18	○	23-25	○
19	○	26-29	○
20	○	30 or older	○

4. In what year did you graduate from high school? (Mark one)

1981	○	Did not graduate but passed G.E.D. test	○
1980	○		
1979	○	Never completed high school	○
1978 or earlier	○		

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank You.)

5. How much financial aid are you receiving from this college for this academic year? (Write in actual dollar amounts; write "0" if none)

Grants . . . . . $ _____
Loans . . . . . $ _____
Work-study . . . . . $ _____

6a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more ○

6b. How many of these dependents other than yourself are currently attending college?

None ○ 1 ○ 2 ○ 3 or more ○

7. What was your average grade in high school? (Mark one)

A or A+	○	B	○ C ○
A-	○	B-	○ D ○
B+	○	C+	○

8. Where did you rank academically in your high school graduating class? (Mark one)

Top 20%	○	Fourth 20%	○
Second 20%	○	Lowest 20%	○
Middle 20%	○		

9. Are you enrolled (or enrolling) as a: (Mark one)

Full-time student? ○
Part-time student? ○

10. Prior to this term, have you ever taken courses for credit at this institution?

Yes ○ No ○

11. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
No	○	○
Yes, at a junior or cmty. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

12. Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

	Have Had	Will Need		Have Had	Will Need
English	○	○	Social studies	○	○
Reading	○	○	Science	○	○
Mathematics	○	○	Foreign language	○	○

13. How many miles is this college from your permanent home? (Mark one)

5 or less	○	51-100	○
6-10	○	101-500	○
11-50	○	More than 500	○

14. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column)	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apt. or rm.	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

15. Is this college your: (Mark one)

First choice? ○
Second choice? ○
Third choice? ○
Less than third choice? ○

16. To how many colleges other than this one did you apply for admission this year?

No other ○ 1. ○ 2. ○ 3. ○ 4. ○ 5. ○ 6 or more ○

Note: If you applied to no other college, skip to item 18 on the next page.

17. How many other acceptances did you receive this year? (Mark one)

None ○ 1. ○ 2. ○ 3. ○ 4. ○ 5. ○ 6 or more ○

18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

	None	$1–$499	$500–$999	$1,000–$1,499	$1,500–$2,000	Over $2,000
Parental or family aid, or gifts	○	○	○	○	○	○
Grants or Scholarships:						
Basic Educational Opportunity Grant	○	○	○	○	○	○
Supplemental Educational Opportunity Grant	○	○	○	○	○	○
State scholarship or grant	○	○	○	○	○	○
College grant (other than above)	○	○	○	○	○	○
Other private grant	○	○	○	○	○	○
Loans:						
Fed. guaranteed student loan	○	○	○	○	○	○
Nat'l direct student loan	○	○	○	○	○	○
Other college loan	○	○	○	○	○	○
Other loan	○	○	○	○	○	○
Work and Savings:						
College Work-Study grant	○	○	○	○	○	○
Other part-time work while attending	○	○	○	○	○	○
Full-time work while attending	○	○	○	○	○	○
Savings from summer work	○	○	○	○	○	○
Other savings	○	○	○	○	○	○
Spouse	○	○	○	○	○	○
Your G.I. benefits	○	○	○	○	○	○
Your parent's G.I. benefits	○	○	○	○	○	○
Social secur. dependent's benefits	○	○	○	○	○	○
Other	○	○	○	○	○	○

19. Please answer the following questions regarding BEOG (Basic Educational Opportunity Grant) and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)

	BEOG Grants	GSL Loans
I have heard of this program	○	○
I applied for aid from this program	○	○
I qualified for aid in this program (whether or not I applied)	○	○

20. Were you last year, or will you be this year:

	Yes	No
Living with your parents (for more than five consecutive weeks)	○	○
Listed as a dependent on your parents' Federal Income Tax Return	○	○
Receiving assistance worth $600 or more from your parents	○	○

21. Are you: (Mark one)

- Not presently married ○
- Married, living with spouse ○
- Married, not living with spouse ○

22. Are you: (Mark all that apply)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Asian-American/Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican American ○
- Other ○

23. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (occasionally). Mark (N) (not at all) if you have not performed the activity during the past year.

(Mark one for each item)

	Frequently	Occasionally	Not at all
Played a musical instrument	(F)	(O)	(N)
Attended a religious service	(F)	(O)	(N)
Smoked cigarettes	(F)	(O)	(N)
Took vitamins	(F)	(O)	(N)
Participated in organized demonstrations	(F)	(O)	(N)
Took a tranquilizing pill	(F)	(O)	(N)
Wore glasses or contact lenses	(F)	(O)	(N)
Attended a public recital or concert	(F)	(O)	(N)
Took sleeping pills	(F)	(O)	(N)
Jogged	(F)	(O)	(N)
Stayed up all night	(F)	(O)	(N)
Drank beer	(F)	(O)	(N)
Worked in a local, state, or national political campaign	(F)	(O)	(N)

24. Are you a twin? (Mark one)

- No ○
- Yes, identical ○
- Yes, fraternal ○

25. How many brothers and sisters now living do you have?

(Mark one in each row)

	None	1	2	3 or more
Number of older brothers	○	○	○	○
Number of older sisters	○	○	○	○
Number of younger brothers	○	○	○	○
Number of younger sisters	○	○	○	○

26. Please answer the following as they apply to the time when you were growing up.

(Mark one for each item)

	All the time	Most of the time	Occasionally	Never
My parents lived together	○	○	○	○
My father worked full-time	○	○	○	○
My mother worked full-time	○	○	○	○
My mother held a part-time job	○	○	○	○
We spoke English in our home	○	○	○	○

27. What is the highest academic degree that you intend to obtain?

(Mark one in each column)

	Highest Planned	Highest Planned at this college
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

28. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	(V)	(S)	(N)
I could not find a job	(V)	(S)	(N)
I wanted to get away from home	(V)	(S)	(N)
To be able to get a better job	(V)	(S)	(N)
To gain a general education and appreciation of ideas	(V)	(S)	(N)
To improve my reading and study skills	(V)	(S)	(N)
There was nothing better to do	(V)	(S)	(N)
To make me a more cultured person	(V)	(S)	(N)
To be able to make more money	(V)	(S)	(N)
To learn more about things that interest me	(V)	(S)	(N)
To meet new and interesting people	(V)	(S)	(N)
To prepare myself for graduate or professional school	(V)	(S)	(N)

29. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ○
- Some concern (but I will probably have enough funds) ○
- Major concern (not sure I will have enough funds to complete college) ○

30. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

31. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000	○	$20,000–24,999	○
$4,000–5,999	○	$25,000–29,999	○
$6,000–7,999	○	$30,000–34,999	○
$8,000–9,999	○	$35,000–39,999	○
$10,000–12,499	○	$40,000–49,999	○
$12,500–14,999	○	$50,000–99,999	○
$15,000–19,999	○	$100,000 or more	○

32. What is the highest level of formal education obtained by your parents?

(Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college	○	○
Some college	○	○
College degree	○	○
Some graduate school	○	○
Graduate degree	○	○

33. Mark only three responses, one in each column.

(M) Your mother's occupation.
(F) Your father's occupation.
(Y) Your probable career occupation

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

	Y	F	M
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare or recreation worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	M

34. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
I was offered financial assistance	V	S	N
I was not accepted anywhere else	V	S	N
Someone who had been here before advised me to go	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live at home	V	S	N
A friend suggested attending	V	S	N
A college representative recruited me	V	S	N

35a. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Protestant	Y	F	M
Roman Catholic	Y	F	M
Jewish	Y	F	M
Other	Y	F	M
None	Y	F	M

35b. Do you consider yourself a born-again Christian? Yes ○ No ○

36a. Do you have a disability?
No . . ○ → (Go to Question 37)
Yes . . ○

36b. If yes, what is your disability? (Mark all that apply)

Hearing	○	Orthopedic	○
Speech	○	Learning disability	○
Visual	○	Health-related	○
		Other	○

36c. Does your disability require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes ○ No ○

BE SURE TO ANSWER QUESTIONS 35 AND 36.

37. Mark one in each row:

	(1) Disagree Strongly	(2) Disagree Somewhat	(3) Agree Somewhat	(4) Agree Strongly
The Federal government is not doing enough to protect the consumer from faulty goods and services	1	2	3	4
The Federal government is not doing enough to control environmental pollution	1	2	3	4
The Federal government should do more to discourage energy consumption	1	2	3	4
There is too much concern in the courts for the rights of criminals	1	2	3	4
Urban problems cannot be solved without huge investments of Federal monies	1	2	3	4
People should not obey laws which violate their personal values	1	2	3	4
Inflation is our biggest domestic problem	1	2	3	4
The death penalty should be abolished	1	2	3	4
A national health care plan is needed to cover everybody's medical costs	1	2	3	4
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	1	2	3	4
Abortion should be legalized	1	2	3	4
Women should be subject to the draft	1	2	3	4
Grading in the high schools has become too easy	1	2	3	4
The activities of married women are best confined to the home and family	1	2	3	4
A couple should live together for some time before deciding to get married	1	2	3	4
Parents should be discouraged from having large families	1	2	3	4
Divorce laws should be liberalized	1	2	3	4
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	1	2	3	4
Women should receive the same salary and opportunities for advancement as men in comparable positions	1	2	3	4
Wealthy people should pay a larger share of taxes than they do now	1	2	3	4
Marijuana should be legalized	1	2	3	4
Busing is O.K. if it helps to achieve racial balance in the schools	1	2	3	4
It is important to have laws prohibiting homosexual relationships	1	2	3	4
College officials have the right to regulate student behavior off campus	1	2	3	4
Faculty promotions should be based in part on student evaluations	1	2	3	4
College grades should be abolished	1	2	3	4
Student publications should be cleared by college officials	1	2	3	4
College officials have the right to ban persons with extreme views from speaking on campus	1	2	3	4
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	1	2	3	4
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	1	2	3	4
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	1	2	3	4

38. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied ○
- English (language and literature) ○
- History ○
- Journalism ○
- Language and Literature (except English) ○
- Music ○
- Philosophy ○
- Speech ○
- Theater or Drama ○
- Theology or Religion ○
- Other Arts and Humanities ○

BIOLOGICAL SCIENCE
- Biology (general) ○
- Biochemistry or Biophysics ○
- Botany ○
- Marine (Life) Science ○
- Microbiology or Bacteriology ○
- Zoology ○
- Other Biological Science ○

BUSINESS
- Accounting ○
- Business Admin. (general) ○
- Finance ○
- Marketing ○
- Management ○
- Secretarial Studies ○
- Other Business ○

EDUCATION
- Business Education ○
- Elementary Education ○
- Music or Art Education ○
- Physical Education or Recreation ○
- Secondary Education ○
- Special Education ○
- Other Education ○

ENGINEERING
- Aeronautical or Astronautical Eng ○
- Civil Engineering ○
- Chemical Engineering ○
- Electrical or Electronic Engineering ○
- Industrial Engineering ○
- Mechanical Engineering ○
- Other Engineering ○

PHYSICAL SCIENCE
- Astronomy ○
- Atmospheric Science (incl. Meteorology) ○
- Chemistry ○
- Earth Science ○
- Marine Science (incl. Oceanography) ○
- Mathematics ○
- Physics ○
- Statistics ○
- Other Physical Science ○

PROFESSIONAL
- Architecture or Urban Planning ○
- Home Economics ○
- Health Technology (medical, dental, laboratory) ○
- Library or Archival Science ○
- Nursing ○
- Pharmacy ○
- Predental, Premedicine, Preveterinary ○
- Therapy (occupational, physical, speech) ○
- Other Professional ○

SOCIAL SCIENCE
- Anthropology ○
- Economics ○
- Geography ○
- Political Science (gov't., international relations) ○
- Psychology ○
- Social Work ○
- Sociology ○
- Other Social Science ○

TECHNICAL
- Building Trades ○
- Data Processing or Computer Programming ○
- Drafting or Design ○
- Electronics ○
- Mechanics ○
- Other Technical ○

OTHER FIELDS
- Agriculture ○
- Communications (radio, T V , etc) ○
- Computer Science ○
- Forestry ○
- Law Enforcement ○
- Military Science ○
- Other Field ○
- Undecided ○

39. Indicate the importance to you personally of each of the following: (Mark one for each item)

(E) Essential (V) Very Important (S) Somewhat Important (N) Not Important

	E	V	S	N
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N

40. What is your best guess as to the chances that you will: (Mark one for each item)

(V) Very Good Chance (S) Some Chance (L) Very Little Chance (N) No Chance

	V	S	L	N
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to a student office?	V	S	L	N
Get a job to help pay for college expenses?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Live in a coeducational dorm?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Get tutoring help in specific courses?	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Seek individual counseling on personal problems?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Participate in student protests or demonstrations?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Find a job after college in the field for which you were trained?	V	S	L	N
Get married while in college? (skip if married)	V	S	L	N
Get married within a year after college? (skip if married)	V	S	L	N

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ○ No ○

41. (A)(B)(C)(D)(E)	The remaining circles are provided for items specifically designed by your college rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.	46. (A)(B)(C)(D)(E)
42. (A)(B)(C)(D)(E)		47. (A)(B)(C)(D)(E)
43. (A)(B)(C)(D)(E)		48. (A)(B)(C)(D)(E)
44. (A)(B)(C)(D)(E)		49. (A)(B)(C)(D)(E)
45. (A)(B)(C)(D)(E)	THANK YOU!	50. (A)(B)(C)(D)(E)

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END

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